

Atlantic Christian College

BULLETIN

*No pleasure is comparable to standing upon the vantage
ground of truth—Lord Bacon. Truth is power.*

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"The College as a Missionary Resource"

By W. T. MATTOX

WE live in a world of lost men. Men who are groping their way in darkness and longing for that which only the Christ of God can give. This is not only so of the present generation, but has been the condition of men for many centuries. A merciful God, looking down upon this condition, with held not "His only begotten Son", but sent Him "to seek and to save that which was lost." He came and lived among men only thirty-three years, touching personally the lives of but few of earth's teeming millions. It was his desire that every man should know Him, hence, after He had arisen from the grave, having accomplished the work which his Father had given Him to do; and when all authority had been given unto Him in Heaven and on earth, He commanded His disciples to go into all the world and preach the gospel to every creature. And the disciples of the twentieth century are under just the same obligation to obey this command as were the eleven who stood on the mount in Galilee and saw their Lord ascend to His Father. The greatest men of the world have realized this obligation and have striven to establish agencies to help fit men for the world task. As one result of their striving we have the modern Christian Colleges. Among these colleges is our own Atlantic Christian College.

Atlantic Christian College was born to serve humanity. The men who, fifteen years ago, gave of their time, of their means, and of their talent that Atlantic Christian College might have existence, were men dominated by the spirit of service and had only one purpose in view, and that—the forwarding of the Kingdom of God on earth. Then the supreme business of this College is not to teach men how to make a living for themselves, nor is it merely to give men culture; but its supreme business is to train men and women for the task of evangelizing the world. And when it fails to have this as its ideal it then and there forfeits its right to ask the support of Christian people. Though it may have failed to some extent, we believe that a careful reflection upon what the College has done and is doing will show that it has not altogether failed in its mission.

Do you know that sixty-eight of the one hundred seventy-nine pulpits of North Carolina are being filled to-day by the product and forces of A. C. College? To say nothing of those of its number who are laboring in other states, and of the many teachers who have ranked with the best wherever they have gone. And do you know that one-fourth of the full-time churches of N. C. are being served by our College product? Of the one hundred forty-five churches east of Raleigh, only seven are without regular service; while eight of only thirty-four churches west of Raleigh have no service. You

ask "why?" I answer: A. C. College is east of Raleigh and the churches are being kept alive by its forces. During the past two years there has been almost as many added to the church in N. C. as were added during the first forty-three years of our work in the State. These figures speak loudly for the work of the College, but there is yet a loud-r voice to be heard. In 1902 when A. C. College was established, our churches numbered eighty with a membership of 9000, in 1917 our churches number 179 with a membership of nearly 20,000. What does this mean? It means simply this: That during the fifteen years of the life of our College there has been more churches established and more souls added than during all the sixty years of our work preceding the establishment of the College. Another fact for which the College, and the church as well, should rejoice, is that one of our graduates is to-day proclaiming the message of Christ to the deluded people of South America, and is being supported exclusively by the College and Church of Wilson. After you have carefully considered these facts, we believe that you will agree with us that our College is an important factor in the missionary program of our Lord.

The task of evangelizing the world demands the best trained men that the twentieth century can produce. God needs men of passion, men of vision and men of knowledge; and our college is, to some extent, responsible for the training of these men. In all of God's dealing with humanity He has chosen the men to lead whose hearts burned with a passion for service. Cold hearts, cold hands, and cold feet cannot be used of God. He wants men with a passion for souls. The task demands men whose vision is as broad and as keen as that of Saul of Tarsus. Some one has said: "Seeing the invisible is God's baptism into leadership." May the baptisms be multiplied ten fold. There was a time when men thought that a boy who did not have the mental capacity for law or medicine was a fit subject for the ministry. But the world is beginning to realize that knowledge is indispensable to the man of God. It is the work of the College to instill passion into the souls of men, to broaden their vision and to sharpen their intellect that they may go out thoroughly equipped to serve the world.

To-day the eyes of the world are fixed upon America, looking not only for bread but Christian leadership. Then shall we be satisfied with the little our College has done? Or shall that increase our faith in it and serve as a goad to spur us on to higher and greater things for Christ our Lord? May God give us a clear vision of the work to be done by our College, and the courage to stand back of it with our support.

"A Students View of the College"

By J. M. WATERS

This naturally leads me to consider three propositions, viz: What the College has a right to demand of the student. (2) What the student has a right to demand of the College. (3) What the College has a right to demand of the public.

This is a subject which should be of vital interest to all men who live in an age as we do. An age which is not standing still, but progressive in every field of activity. We are clamoring for new ideals and better methods, upon which to rest our hopes for a brighter and broader future. Then may we not say that the basic principle of education is to grow. A development of the content of mind to appreciate God's handiwork, terrestrial and celestial. A development of the body to be a "fit temple of the Holy Spirit." A development of the soul to appreciate and contemplate the grandeur and immensity of eternity. A body which shall not be subjected and enslaved to the physical appetites. A mind that shall not be subservient to the dry bones of narrow dogmatism. A soul not stifled with materialism, but a soul sensitive to a Divine presence in the universe in which we "Live, move and have our being."

Then may we not say that it is the prime business to mould men who shall have well-rounded characters. If the college is the pottery, it certainly must have power over the vessel which it moulds. And if the finished vessel portrays the dexterity of the moulder it will represent the type of institution from which it comes. Then if it be true that the dignity and reputation of the institution is at stake, as well as the development of the individual. If each is to make a contribution to the other. If there is to be a ground of mutual understanding, there must be certain demands which each shall make of the other.

The college has a right to demand that a student be true to the institution as well as to himself. If it be true that the intent or purpose of education is to fit the individual for a larger and more comprehensive life. A life which shall so utilize its forces that nothing shall be needlessly lost. If the college is able to equip the student that he may be able to harmoniously adjust himself to his environment, not only should he be loyal, but he owes a debt which he will never be able to pay. And if this be true, the college should not be slack in enforcing its demands. Demand honesty, because honesty is worth more than dollars. Demand truth, because it is the business of teaching to impart truth. "If you know the truth, the truth shall make you whole", said the Great Teacher of teachers. Demand that the student shall do a standard work, if the college has a standard work, and if it does not have a standard, it has no right

to live under pretensions. If the college has a clearly defined standard of work, if it has clear-cut rules and regulations, then a passing grade of seventy does not mean that the student should be graduated with a grade of sixty. And if a college graduates a student who has smattered his subjects in college, he will generally smatter through life, and if this happens to be true, it lowers the dignity of the college and is unfair to its Alumni, if it happens to have a creditable one. This makes a bad impression upon the public mind, because the institution is judged by the fruit it bears. "Wisdom is justified of her children." Therefore without respect of persons, a college should demand that a credited degree, presupposes a finished standard work.

If the college makes these demands of the student, it must be in a position to show reasons why. And if each is to make a contribution to the other. If it is a mutual business, the student has a right to make some demand of the college. If he is a man in the true sense of the word, he has a right to expect to be treated as such. If he enters college with a passion to know, a definite purpose in life, he desires contact with flesh and blood, not the rattling of dry bones. And this presupposes a competent faculty. A faculty which will put him in touch with tangible things. Events which are vital to the age in which we live. The reiteration of musty notes, and the repetition of obsolete methods which belong to a remote antiquity will not produce blood cells. This is like shutting a child in an ice box, then punish it because it does not perspire.

The student has a right to demand that the Professor study, and he himself studies, because education is a growth, and each must grow in order to grow. If the professor is content to repeat the traditions of the Fathers, without adding a stone to the pile which they left, he is unfair to the institution, and will never lead the student to a broader conception of truth, which progress demands. If the student has spent a specified number of years, with the view of preparing himself for a larger life, if he has faithfully prosecuted his study, if he has been obedient to the demands and regulations of the institution, and at the end of the road when the labors are completed, he expects to receive a credited degree, and he has a right to demand that his degree shall measure up to the degrees conferred by standard colleges. But if in this respect the college is weighed in the balances and found wanting, if the degrees which it confers are not up to the standard, then there must of necessity be another demand made, and this time not of the student, not of the faculty. This third demand must be of the public.

If it be true that a college is a public benefactor, and this I believe is universally conceded by intelligent people, and if this conclusion be correct should not the public support the institution from which it receives benefit?

The public pays taxes to have good roads and build better bridges, because the public is benefitted by their existence. Then how much more is the public benefitted by the existence of an institution which makes a larger life possible? It is not enough to know how to build a house but to keep it sanitary. If the public is benefitted by coming in contact with the students of our own Atlantic Christian College, by the infusion of new blood and better methods, then is it not the duty of the public to contribute to that which has helped it? If the churches of North Carolina have been doubled in efficiency during the short history of A. C. C. If this has been

made possible by vital preaching and better methods of procedure, is it not the duty of the churches to see that the college has an opportunity to develop?

If Boston had been given prestige during the history of Harvard, may it not be true that with a proper equipment, Atlantic Christian College will give prestige to the city of Wilson? Then if this be true may we not expect the citizenship to stand by the institution which has made this prestige possible?

Now if it be true that it takes certain qualifications to put a college in A class a first class standing, and if we happen not to have this standing it is a lack of funds. Who is at fault? Not the student body, not the faculty. Why? Because they are not in the commercial business, no college ever made money, they are not expected to make money, they do not have time nor the capacity to make money. Then if there is a lack of standing because of lack of proper equipment, who is at fault and where shall the burden lie? There is but one place (The Public.) Then before the first two of these demands can be successfully made, a third has to be made, not only made but carried out.

Then in conclusion what shall we say? Our college in equipment will be just as big as the vision of our people, and not any bigger. And if it lacks in equipment, our young men and women must suffer because of this lack of equipment, and if they are deficient in their education the public must suffer because of this deficiency.

"The College and the Church"

By J. J. WALKER

Ladies and gentlemen, at the *beginning* and *close* of stand two of the *mightiest institutions* that have accompanied civilization through its years of *progress* and *advance*—the *College* and the *Church*. They have spread from *Greece*, the seat of learning, and *Jerusalem*, the birthplace of the church until *today from every nook and corner* of this old world of ours can be heard the ringing of the school bell, while not far distant stands the *Church* with its spires pointing men *upward* as well as *onward*. They have been the *dynamo* infusing men with living *ideals* and noble *purposes*, and but for what they have *done*, today the world would be in the throes of *ignorance* and *vice* to a far greater degree.

A thoughtful glance at their nature *reveals the fact* that they exist in the field of human *endeavor*, not as *winter* and *summer*, *day* and *night*, but *friendly*, *allied*, moved by the same *motive*, and looking toward the same end. They are therefore *relative* institutions, and when working harmoniously together remind one of the favorite lines of Robert Browning's Rabbi Ben Ezra, wherein he sets forth the beautiful relationship existing between *body* and *soul*. However this *relationship* is *supplementary*, the college remaining the *college*, and the church the *church*, each preserving its identity, but the success of the *one* largely depending upon the *contribution* from the other.

You and I live in that *period of church life* when in her *peculiar work* the demand is just as exacting and the standard just as high as in any other department of life. The time is at hand when incompetency in the church is no less minimized or excused than it is elsewhere. From the preacher who graces the choicest pulpit to

the humblest layman in the pew the church demands efficient service, and when either or both appear on the stage of action, they must leave in their wake the impress of merit and perfection or else pass off, giving place to one who can.

In this most worthy desire of the church to keep pace with an ever advancing world, when no longer the fate of the Ship of Zion can be trusted in the hands of the untrained, the college has been the chief redeeming factor.

It has supplied the pulpit with a trained leadership, and what a service! We do not wish, neither intend, to disparage the work that has been done by the uneducated men, the men of God, who inspired by holy impulse, set their feet forward trusting good fortune for a perfect outcome; rather upon the head of each of them we would place a crown of double glory, guaranteeing that their names shall forever be retained upon the Honor Roll of the church. But we do contend that their work was done in a time, and under circumstances when a college education was less required. That day is largely passed. Conditions have changed and we find ourselves face to face with a situation that makes it almost as imperative for a leader to be trained as it is to have a leader, and through and from the college have these men come. So when the call from the front rank is issued to the church, she answers in men like Miller, the Coreys, Speer, Mott, Jowett, Cadman, Inman and a thousand more. all college men. Men who favorably compare with the statesmen in any other walk of life, and in many ways surpass them. These men are they who have given poise and dignity to the church and make her a living factor in things that move and have their

in, the church is a unit upon this theme. The membership is increasing the demand, and especially the leaders. We naturally expect it from the men who enjoy the blessing and exert the power of college training, but I invite you with me into the secret heart chamber of these men whose name appear on no college register and listen to the wail of despair as they yearn for that increased capacity that the college alone can give. The college has answered a great call and supplied a great need and no wonder it is so deeply imbedded in the affection and reverence of the church.

What does this mean? It means that the church is gradually but certainly moving toward the college man, and along with society it is making its chief investment in college trained men. So if there is a task to be done, a position to be given, a vacancy to be filled, it awards the man with his alma mater, and this means that the place and work for the untrained man in the church is ever diminishing, but with his own consent and under the power of his own will.

If Atlantic Christian College lives, every Church Board, every Ladies Aid Society, every Christian Womans Board of Missions of North Carolina may have its college trained President and Officers; and may not the Sunday School ere many years more have a trained teacher for every class. And what an incalculable service!

My friends, a trained leadership and a trained laity seem quite enough to make our church more than appreciate and esteem our college, but the greatest service they have rendered the church I have yet to speak. The test of time has clearly shown us that it is

not enough for a good man or woman to sacrifice the ties of home, dear to them, and to be willing to take the message of our Lord into lands that have it not, but they must have a *peculiar training* for the particular people they wish to serve, so again the college honors the church with trained lives to answer the Macedonian call no matter from what land or language it comes. This training gave us a Livingstone for Africa, a Martyn for India, a Morrison for China, and a Rijnhart for Tibet. Through the cultured insight of these pioneers and men like them we are preparing for the greatest work on Mission fields the world has yet seen.

The church must honor the college, and so she does, but Brethren, is it not true that we may love and honor a thing without giving it our united support so necessary for its best effort. If more of the love and honor accorded the college could only come in the form of gold dollars instead of gilded words, the struggle to do its part and do it well would not have ended in weakness, as it often has.

I am wondering if our own college should receive in return from the churches she has and is directly benefiting, the financial support due her, if her power for good would not be doubly increased. But what do we see? Young men, sacrificing position which would yield an annual income thrice as great, preparing themselves for the ministry, going out to churches whose charity and benevolence are measured in terms of nickles and dimes, but whose real financial ability can be estimated in term of hundreds and thousands of dollars, to receive an offering unequal to defraying railroad expenses alone. May the God of Heaven speedily bring us to the day when in every way we shall heartily support that institution which He has permitted to have such a large place in making His church equal to the task of redeeming a lost world.

January--Its Education Day

Let all the churches remember to observe Education Day in January in preaching, praying and giving to the end that lives of young men may be deliberately consecrated to the christian ministry, and that offerings be made Atlantic Christian College. This college has trained nearly 100 ministers of the Gospel, 68 pulpits in the Carolinas are now being filled with her product and intensive forces. No endowment has existed to keep this dynamic force going, but last year disciples in the Carolinas gave the equivalent of 6 per cent income from \$42,000.00, and this year should give equivalent of 6 percent from more than \$100,000.00. The State and the denominations back up their educational institutions. Shall the disciples do less? All together to meet the aim of the last State Convention; "\$3,000.00 on Education Day for Atlantic Christian College!"